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Title I
Schoolwide Planning

Introduction to Schoolwide Planning and Starting the Comprehensive Needs Assessment (CNA)

Webcast #1

2010-2011

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Vision of the IDOE

The academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world.

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Title I Schoolwide Specialists:

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Tools and Resources:

Moodle

Learning Connection

http://moodler.doe.in.gov/index.php

- Username and password sent to Program Administrators; Schools will all share one username and password

- All resources will be posted on Moodle through the year
  - ➢ Webcasts
  - ➢ WebEx
  - ➢ All SWP Documents
  - ➢ Power Point presentations
  - ➢ Handouts for meetings

https://learningconnection.doe.in.gov/Login.aspx?ret=/default.aspx

- Each team member will need to register for an account

- Once account is created, go to "Find a Community" and type in the word "schoolwide". This will pull up the community "Schoolwide Planning Teams", select and request to join the community.

- Schoolwide calendar, forums, announcements, will be posted here and will send an e-mail to all members when anything is posted.

- How we will communicate with teams

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Timeline:

- **August:** Webcast #1, general overview of the ten components required in Schoolwide plans and an in depth outline of the first required component, the Comprehensive Needs Assessment (CNA).

- **August/September:** Schools will need to begin collecting required data. This data will be needed for the September 14th WebEx.

- **September 14th** WebEx offered at 10:00 AM and 2:00 PM (EST). This WebEx will provide additional guidance about how to document and analyze the data that has been collected.

- **October:** SW Team attends meeting in Indianapolis when the collected data will be used to finalize the CNA. Additional components covered at this meeting will be Components #1, 2, 4, 6, 8, and 9.

- **December:** WebEx covering remaining Components #3,5,7, and 10. WebEx offered on **December 7th** at10:00 AM and 2:00 PM and **December 9th** at 10:00 AM and 2:00 PM (EST)

- **February 15th, 2011:** WebEx at 10:00 AM and 2:00 PM to answer questions on the completion of the Schoolwide Plan

- **March 31st, 2011:** Draft Schoolwide Plans due to the IDOE

- **April:** Conference calls with schools to provide feedback on draft SWP

- **June 1, 2011:** Final SWP due to the IDOE

Indianapolis Meeting Dates:

All times are Eastern Standard Time (EST)

- **South Cohort:** October 6th, 9:00AM-4:00 PM

- **East Cohort:** October 8th, 9:00 AM-4:00 PM

- **West Cohort:** October 13th, 9:00 AM-4:00 PM

- **North Cohort:** October 14th, 9:00 AM-4:00 PM

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Meeting Information:

- Meetings will be held at the Indiana Government Center South in Conference Room B

- The public entrance to the Government Center is located at 302 W. Washington Street.

- Building visitors will be required to pass through metal detectors, all bags will be X-rayed and may be inspected. (*Those with pacemakers, defibrillators or other medical devices need to notify the Capital Police Officers so that a search can be conducted with a hand-held metal detector*)

- Directions and parking information can be found here: http://www.chpcentermw.org/pdfs/080519-Indiana/wwtl_directions.pdf

- Bring laptop with wireless capabilities

- Bring data that has been collected for CNA

- Bring snacks and beverages if needed as we will not be able to provide any food or beverages; you will have an hour break for lunch on your own

- Print copies of any handouts needed for the meeting as we will not be able to provide handouts

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Goals for Webcast:

❑ Brief overview and history of Title I

❑ Targeted Assistance Programs vs. Schoolwide Programs

❑ Benefits of Schoolwide Programs

❑ Eligibility Requirements for Schoolwide Programs

❑ Preparing for the Schoolwide Planning process

❑ Review of 10 required Schoolwide Planning Components

❑ Expectations

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What is Title I?

- Title I is the largest federally funded elementary and secondary education program.

- It evolved from the Elementary and Secondary Education Act (ESEA) of 1965, which was enacted as part of President Lyndon Johnson's War on Poverty.

What is the purpose of Title I?

- Funding provided to improve the academic achievement of the disadvantaged.

- Funding for a program that provides **extra academic support and learning opportunities** for children who are failing, or most at risk of failing, State and local standards.

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How Does Title I Help My School?

- Title I funds are **supplemental funds that provide additional instructional time** for students who are not meeting State and local standards.

- Title I funding may also be used for professional development, providing necessary training to teachers.

What Types of Services Are Offered?

- Services depend on the schools and can vary from one school to another, but must always be <u>in addition to</u> what is already provided.

- Programs must be supported by scientifically based or evidence-based research.

- Instructional programs should focus on English/Language Arts and Math.

Some Common Examples...

- Before/After School Tutoring
- Specialized Teachers (e.g., Reading Recovery)
- Preschool Programs
- Professional Development
- Home School Liaisons
- Extended Time Opportunities (e.g., EDK/FDK)
- Summer School

How Are Children Selected for Title I Services?

- Children who are most in academic need.

- Students receive Title I services based on multiple academic indicators such as ISTEP+, report card grades, and other local assessments.

- Although poverty generates Title I funding to Districts and Schools, **poverty is not a determining factor in student selection.**

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Goals…

- ✓ Brief overview and history of Title I
- ❑ Targeted Assistance Programs vs. Schoolwide Programs
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Types of Title I Programs

There are two types of Title I Programs

1. Targeted Assistance Schools (TAS)
   – Requires documentation of student selection
   – Funds may only be spent on identified students

2. Schoolwide Programs (SWP)
   – All students are considered Title I students
   – Funds may be spent to improve the entire educational program, not just on those identified Title I students and Title I Teachers

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Why Become a Schoolwide Program?

- Schoolwide schools have much greater flexibility with Title I funds. The funds may be used to help <u>upgrade the entire educational program</u> while continuing to provide additional assistance to the most at-risk students.

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Benefits of a Schoolwide Program:

- **Flexibility** – combining resources, serving all students, redesigning the school and the services it **provides**

- **Coordination and Integration** – reduce fragmentation in curriculum and instruction to create higher quality programs

- **Unified Goals** – the school, parents, and community working together to redesign and improve the school for all students

- **One Plan** – the components in the plan address different needs within each school

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Benefits Continued…

- No distinctions are made between staff paid with Title I funds and staff who are not*

- All school staff are expected to direct their efforts toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving

Fiscal and reporting requirements for Title I still apply

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Requirements of Schoolwide Programs:

- To be eligible for Schoolwide, the school must have a minimum of 40% poverty
- Complete a Comprehensive Needs Assessment (CNA)
- Title I funds must continue to supplement, not supplant, State and local funds
- The Schoolwide Plan must include the ten required components of NCLB of a highly effective Schoolwide program

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Preparing for the Schoolwide Planning Process:

- Establish a planning team at each school
- Assign specific roles to each team member
- Create a timeline for tasks to accomplish throughout the school year
- Create the school profile
- Identify data sources and how it will be collected and analyzed
- Schedule regular times for the planning team other stakeholders to report updates, have discussions, and make decisions.

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Title I Schoolwide Plan Checklist and Table of Contents:

Directions: Review the Title I Schoolwide Plans to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

Schoolwide Plan: [Section 1114 (b) (2)] Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

I.   Describes how the school will implement the components described below
II.   Describes how the school will use resources under this part and other sources to implement the components
III. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
IV.   Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	
2. Implementation of schoolwide reform strategies that: ❑ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ❑ Use effective methods and instructional strategies that are based on scientifically based research that: ❑ Strengthens the core academic program ❑ Increases the amount of learning time ❑ Includes strategies for serving underserved populations ❑ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ❑ Address how the school will determine if those needs of the children have been met ❑ Are consistent with and are designed to implement state and local improvement plans, if any	
3. Highly qualified teachers in all core content area classes	
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	
5. Strategies to attract high-quality, highly qualified teachers to this school	
6. Strategies to increase parental involvement, such as literary services	
6 a. Description how the school will provide individual academic assessment results to parents	
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program. For middle or high schools, include plans for assisting incoming students and families by coordinating with local elementary/middle schools	
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components *Include a statement similar to "While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time."	
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	

Component 1: Comprehensive Needs Assessment (CNA)

- This is the foundation of the entire Schoolwide Plan
- The CNA is a requirement of NCLB
- Involves collecting and analyzing data for all student groups
- Includes teachers, parents and community
- Will help the school identify strengths and weaknesses
- Will help to prioritize goals based on areas identified for improvement
- Involves critical factors or "Focus Areas" that impact student achievement

Component 2: Implementation of Schoolwide Reform Strategies

- Provides opportunities for all children to meet proficient and advanced levels of student academic achievement
- Use effective methods and instructional strategies that are based on scientifically based research that:
  - Strengthens the core academic program
  - Increases the amount of learning time
  - Includes strategies for serving underserved populations
  - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting State standards
  - Address how the school will determine if the needs of those children have been met
  - Are consistent with and are designed to implement State and local improvement plans, if any

Component 3: Highly Qualified Teachers in All Core Content Area Classes

- Requires a list of all teachers and teaching assistants, the areas they teach, and how they are considered highly qualified

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Component 4: High Quality and Ongoing Professional Development for Teachers, Principals, and Paraprofessionals

- Should include an outline of the professional development scheduled for the school year
- Professional development should align to the findings from the Comprehensive Needs Assessment

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Component 5: Strategies to Attract High Quality, Highly Qualified Teachers to the School

- Include reasons why a teacher would want to work at your school
- Include reasons why teachers already at your school want to stay there
- Include strategies other than the district's hiring process

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Component 6: Parent Involvement

- Must list strategies to increase parent involvement, such as literacy services

- Include a description of how the school will provide individual academic results to parents

- Include strategies to involve parents in the planning, review, and improvement of the Schoolwide Plan on an annual basis

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Component 7: Transition Assistance

- The component actually states "Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool
- This component does not only apply to transitioning preschool children
  - If you are a middle school, include how you will assist students in the transition from elementary school into middle school
  - If you are a high school, include how you will assist students in the transition from middle school into high school

Component 8: Teachers as Decision Makers

- Include opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement

- Include common planning time, team meetings, and other times that teachers meet to assess student data and make instructional decisions based on this data

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Component 9: Effective, Timely, Additional Assistance

- The component actually states "Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance

- Include interventions for those students who are currently not proficient

Component 10: Coordination of Funds

- This is probably the easiest component
- Although it is possible to consolidate funds in Indiana, no schools are currently doing this
- The component is typically a statement that says "Although we are aware of the option to consolidate program funds, we have chosen not to consolidate funds but will consolidate programs. These programs include:"
  - List all programs in school (Title I, Title II, Title III, Special Education funds, etc)

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Expectations:

- Conduct a Comprehensive Needs Assessment

- Identify and commit to specific goals and strategies that address those needs

- Create a comprehensive plan that includes all ten required components by June 1, 2011

- Conduct an annual review of the effectiveness of the Schoolwide program and revise the plan as necessary

BEGINNING THE COMPREHENSIVE NEEDS ASSESSMENT

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PL 221 vs. Schoolwide Components

- Build familiarity and review your current PL 221 plan for required components

- Compare PL 221 requirements to NCLB schoolwide components

- Make notes of new or updated information to include

- Track the progress of the schoolwide plan by marking completed components

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ACTIVITY #1:

COMPARING PL 221 AND SCHOOLWIDE COMPONENTS

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Developing a Shared Vision

- A vision articulates what is most important to students, staff, parents, and community
- Research on highly effective schools shows a shared vision is active within the school community
- A school's vision should focus on student learning

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ACTIVITY #2:

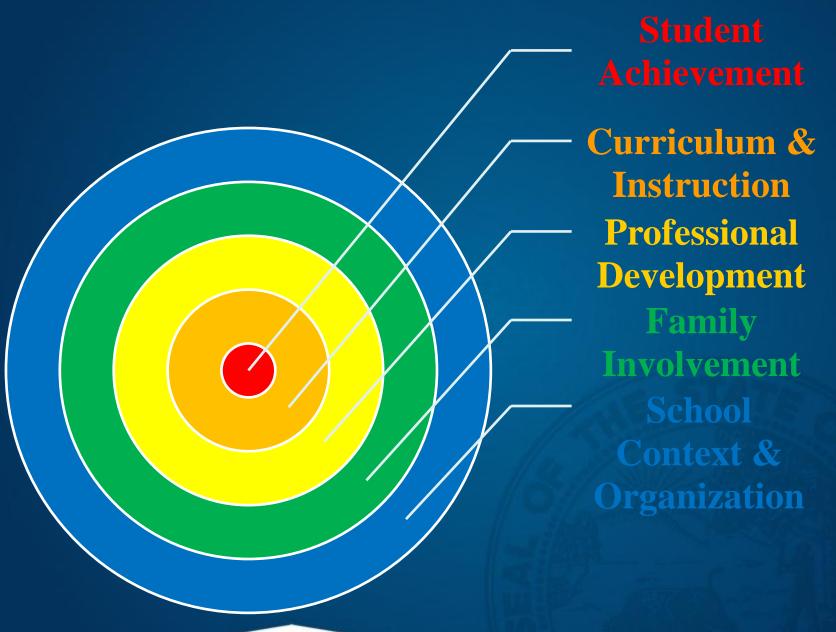# CREATING A SHARED VISION

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The Comprehensive Needs Assessment (CNA)

Required areas of data collection (Focus Areas):

- School Context and Organization

- Family and Community Involvement

- High Quality Professional Staff

- Curriculum and Instruction

- Student Achievement

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Student Achievement

Curriculum & Instruction

Professional Development

Family Involvement

School Context & Organization

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School Context & Organization

- Does the school have a current vision?

- Is instructional time protected?

- Are staff meetings focused on student achievement?

- Are there challenges with student discipline?

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Family Involvement

- How are parents involved in the school?

- Do parents feel comfortable and welcomed to the school?

- Do parent activities relate to academic achievement?

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Professional Development

- Are teachers highly qualified?

- What on-going support is offered to both new and veteran teachers?

- Does the training match the needs of students?

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Curriculum & Instruction

- What are the learning expectations?

- Are instructional strategies implemented? With fidelity?

- Are lessons connected to academic standards?

- Is technology incorporated?

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Student Achievement

- Identify patterns and trends in student performance

- Identify gaps between subgroups

- Identify under-performing subgroups

- Identify strengths and weaknesses

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Using the Data Guides

- Guides were developed to focus on the data collection process.

- Data should be meaningful and informative.

- All staff, parents, students and community should be involved at some point during this process.

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ACTIVITY #3:

COMPLETING DATA GUIDES

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Creating a school profile

- The profile is a snapshot of your school

- The profile should articulate strengths and weaknesses within your school community

- Developing the profile includes collecting and reviewing data from required "focus areas"

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Analyzing Data and Making Conclusions

- The final parts of the needs assessment involve **analyzing** the strengths and weaknesses of the school based on data and then **moving forward** with a targeted response to improvement

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Next Steps

- Register for a Learning Connection account

- Start data collection process

- Participate in our Web Ex on September 14
  - Be prepared with your information collected to that point and any questions about the process
  - Introduce Activity #4; to be completed prior to our Indianapolis meetings

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Resources

Moodle Site: http://moodler.doe.in.gov/

Learning Connection:
https://learningconnection.doe.in.gov/Login.aspx?ret=/default.aspx

USDE Non-Regulatory Guidance on Schoolwide Programs:
http://www.ed.gov/policy/elsec/guid/designingswpguid.doc

Title I Website: http://www.doe.in.gov/TitleI/welcome.html

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Contact Us:

Email: statewide@doe.in.gov

Phone: 1-877-418-7240 or (317) 232-0540

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